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AUTHOR Yagi, Kan
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ABSTRACT

The Portland Chapter 1 Early Childhood Education Program is one of three arrangements in the district to offer education for preschool children. Together, the programs enrolled 1,500 students during 1986-87. Although there are some differences among programs, the one located at Kenton School is typical of most. It consists of 3 classrooms, each holding a morning and an afternoon session of 2.5 hours each, with each session having the capacity for 20 students. Each classroom is staffed with a certified teacher and an aide. Other professional staff who were involved included the principal, program coordinator, speech therapist, and community agent. Program costs amounted to approximately 2,000 dollars per year per child. The curriculum covered language, math, small and large motor functions, art and music, and personal and social development. Program activities alternated between large and small group contexts, with student movement around the classroom quite unrestricted except during direct instruction. Many of the techniques replicated those of the Headstart Program and the Montessori method. Data obtained via a rating form containing a large sample of the skills taught in the seven skill areas and via follow-up of children who completed the program indicate that the program helps children master skills and that replication of the program across years has been consistent. Evaluation instruments are appended. (TJH)

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ED291763

1986–1987 EVALUATION REPORT

ECIA, CHAPTER 1 EARLY CHILDHOOD EDUCATION PROGRAM

IN THE PORTLAND PUBLIC SCHOOLS

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Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
Walter E. Hathaway, Director

Kan Yagi

August, 1987

TM011 048

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ADMINISTRATIVE SUMMARY

The Chapter 1 Early Childhood Education Program is one of three arrangements in the District to offer education for children of preschool age. The other two are the Early Childhood Education Centers and Headstart. Together the three programs enrolled nearly 1500 students in 1986-87. Although there are differences among programs, due mainly to different regulations and requirements, day to day classroom activities and operations are very similar.

The Chapter 1 program located at Kenton School consisted of three classrooms. All classrooms held two sessions of two and half hours each day -- a total of six classes. The capacity of the program was 120 students in classes of 20 each. Each classroom was staffed with a certified teacher and an aide. In addition to the support of the building principal and program coordinator, the program had the technical support of a speech therapist and community agent. During the 1986-87 school year, a total of 128 students was served with a budget of $234,602 -- a cost of about $2000 per student for a full school year. All students resided in the area served by North Portland schools.

Two classrooms were housed in portable buildings adjacent to the main building; the third was in the main building. Each classroom had a large area with tables and chairs for seatwork and snacks. Another large, carpeted area was used for whole group activities. Smaller areas were arranged to accommodate individual or small group activities such as a library, playhouse, sand table, and a variety of games and puzzles. Teachers had access to various audio-visual equipment and library. Weather permitting, children were taken outdoors to participate in various large motor activities.

The curriculum featured skills in the areas of language, math, small and large motor, art and music, and personal and social development. Teachers arranged instructional activities and prepared a large portion of the consumable materials used in the classroom. Over the years, the schedule and program activities have been surprisingly similar from teacher to teacher and from year to year despite the turnover of teachers and differences in their characteristics. Program activities alternated between large and small group activities with student movement around the classroom quite unrestricted except during direct instruction.

A rating form containing a large sample of the skills taught in seven skill areas was used to measure student achievement. Specific skills were similar to those featured in the Headstart curriculum. Although norms against which to compare the

achievements of preschool students are not available, data for program students have been accumulated over the years for the purpose of comparison. Ratings of student achievement are made subjectively; therefore, interpretations have been based on trends over the years rather than annual achievements. Results have tended to show that in recent years more students have achieved mastery of more skills than students in previous years.

Each year follow up studies of former preschool students in kindergarten and grade three have been conducted. The results have been difficult to interpret due to the inconsistency of findings from year to year. Despite observations that the instructional programs appeared to be very similar each year and the research design and instruments the same each year, the results tended to be different from year to year. The fact that the findings did not support a causal relationship of preschool with later school achievement does not mean a relationship does not exist; it is possible that these and other conditions were not sufficient for the relationship to be demonstrated.

The fact that the prescho[illegible] classes appeared to be quite naturally and reliably rep[illegible]ed is particularly noteworthy. This is the reason follow up [illegible]dies have been conducted. It is possible that structural eleme[illegible]ts of the preschool programs such as the curriculum and daily schedule regulated and prescribed the role for teachers in much the same manner as elements of the Montessori method do. Many experimental and laboratory programs which allow participants to implement specific practices without constraints are often difficult to replicate satisfactorily because behaviors critical to the practices are frequently unnatural behaviors of some teachers. Replicability should be the main consideration in follow up studies.

Return to: Oregon Department of Education
Chapter 1 Program
700 Pringle Parkway SE
Salem, OR 97310-0290

DUE DATE: May 15, 1987

END OF YEAR REPORT
Chapter 1, ECIA Report for 1986-87 School Year

DISTRICT IDENTIFICATION

District Name: Portland School District #1

District Address: 501 N. Dixon St., Portland, OR 97227

County Multnomah

CONTACT PERSON COMPLETING REPORT: Kan Yagi

Phone Number of Contact Person: 249-2000, X335

CHAPTER 1, ECIA, PARTICIPATION INFORMATION

1. Term of Program: [X] School Year Program or [ ] Summer School Program
Summer School Programs need NOT COMPLETE NOW. Submit Summer School Information by August 3, 1987.

2. Number (unduplicated count) of Chapter 1 students.

Grade	Public*	Nonpublic
Pre K------	128	
K----------		
1----------		
2----------		
3----------		
4----------		
5----------		
6----------		
7----------		
8----------		
9----------		
10---------		
11---------		
12---------		
Total		

* *NOTE: Total of Public student count should equal Grand Total on "Year of Birth" table (item 9) and Total Public Enrollment of Chapter 1 Students (item 4).*

Form 581-2332 (Rev. 8/86)

(Continued on reverse side)

3. Number of students using services by status.

	Public			Nonpublic		
	Carried Over	New to Program	Exited Students	Carried Over	New to Program	Exited Students
Pre K		128				
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

4. Total number (unduplicated count) of Chapter 1 students by racial/ethnic group and by type of school.

RACIAL/ETHNIC GROUP	Enrollment in CHAPTER 1	
	Public*	Nonpublic
AMERICAN INDIAN OR ALASKAN NATIVE	2	
ASIAN OR PACIFIC ISLANDER	19	
BLACK, NOT OF HISPANIC ORIGIN	20	
WHITE, NOT OF HISPANIC ORIGIN	82	
HISPANIC	5	
RUSSIAN		
TOTAL UNDUPLICATED COUNT	128	

5. Number of staff employed in your Chapter 1 program with Chapter 1 funds reported in full-time equivalents by job classification. (regular term only)

JOB CLASSIFICATION	FULL-TIME EQUIVALENT
SUPERVISORY STAFF	
TEACHERS	3.0
TEACHER AIDES	3.0
CURRICULUM SPECIALISTS	
SUPPORT SERVICES STAFF	1.25
CLERICAL STAFF	1.0
OTHERS (_____)	0.2

NOTE: 1.0 is full-time and report to the nearest tenth.

6. Indicate the estimated expenditures and sources of funds used to support your Chapter 1 Program.

CHAPTER 1 FUNDS . . . . . $ 234,602
DISTRICT FUNDS . . . . . $ _____
OTHER FUNDS (Specify)_____ $ _____

TOTAL FUNDS . . . . . $ 234,602

7. Give the Number of Public School Attendance Areas:

a. Eligible for Chapter 1 Services During the Regular Term _____

b. Receiving Chapter 1 Services During the Regular Term _____

8. Give the Number (duplicated count) of Chapter 1 Students during the Regular Term by Type of Services, Public/Nonpublic Institutional Designation and Gender.

SERVICE AREA	Public		Nonpublic		Local Neglected or Delinquent	
INSTRUCTIONAL	Male	Female	Male	Female	Male	Female
Reading						
Language Arts						
Mathematics						
SUPPORTING Attendance, social work, guidance, psychology, etc.						

Form 581-2332 (Rev. 8/86)

D. CHAPTER 1 EARLY CHILDHOOD EVALUATION FORM

School Name Chapter I Preschool District Name Portland School District

Grade: (Check One) [X] Pre-Kdg. [ ] Kdg. [ ] 1st Grade

Subject Matter: (Check one) [X] Reading [X] Language Arts [X] Math [X] Other (specify) Small Motor, Social Development, Art & Music, Large Motor, & Personal Welfare

Pretest: Chapter I ECE Achievement Rating Form (Name of Test) 1986 (Edition) (Portland Developed) (Form) (Level)

Posttest: (Same) (Name of Test) (Edition) (Form) (Level)

Portion of Test administered: [ ] Subtest only [X] Total test

Type of score reported: [X] Raw [ ] Standard

Title of Subtest:

Student Information Student Code #	Pretest Score Complete Mastery	Posttest Score Complete Mastery
~2	12	44
3	8	31
4	19	48
5	24	57
6	12	48
7	1	27
8	18	48
9	--	11
10	4	12
11	2	17
12	5	23
13	23	50
14	12	38
15	19	52
16	17	52
17	8	25
18	5	26
19	27	49
20	2	22
21	2	20
22	5	28
23	9	27
24	2	--
25	9	33
26	4	19

Totals: *
Average Score:

*75 points possible

Form 581-2315 (Rev 8/86)
dew/0828G

Student Information Student Code #	Pretest Score Complete Mastery	Posttest Score Complete Mastery
27	6	27
28	4	13
29	23	48
30	14	41
31	6	15
32	4	20
33	3	--
34	13	29
35	7	17
36	10	26
37	16	36
38	10	20
39	32	56
40	27	54
41	20	49
42	17	43
43	1	31
44	28	--
45	29	51
46	63	72
47	48	65
48	44	64
49	13	38
50	25	51
51	46	70
52	54	69
53	7	8
54	55	73
55	28	54
56	63	73
57	32	59
58	23	39
59	2	33
60	33	66
61	11	41
62	37	70
63	9	30
64	51	71
65	61	74
66	24	51
67	18	39
68	2	20
69	45	63
70	41	72
71	--	75
72	38	67
73	5	45
74	52	74
75	2	15
76	67	75
77	11	59
78	17	59
79	42	59
80	20	43

Student Information Student Code #	Pretest Score Complete Mastery	Posttest Score Complete Mastery
81	21	38
82	32	46
83	9	14
84	12	27
85	10	11
86	0	12
87	18	32
88	15	32
89	12	22
90	16	41
91	23	47
92	18	30
93	16	34
94	3	15
95	19	37
96	23	46
97	15	31
98	15	39
99	20	49
100	23	35
101	--	29
102	10	34
103	27	45
104	21	47
105	22	42
106	14	24
107	25	43
108	21	36
109	17	40
110	14	46
111	19	36
112	30	68
113	16	40
114	31	55
115	21	36
116	22	44

Chapter I Early Childhood Education Program
Year-End Evaluation Report
August 1987

Kan Yagi
Evaluation Specialist

Evaluation Department
Portland Public Schools
Portland, Oregon

1539E

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INTRODUCTION

This year-end evaluation report concludes the fifteenth year of operation of the Chapter I Early Childhood Education (Preschool)* Program in Portland Public Schools. The report is prepared as a narrative supplement to the preceding statistical report forms used by Chapter I ECIA evaluation and is organized into six major sections: introduction, description of the program and evaluation methodology and findings, follow-up study of former program students in kindergarten and grade 3, observations and comments, summary and conclusions. The purpose of the Preschool program is to provide educationally and economically disadvantaged children the experiences needed to ameliorate the disadvantages resulting from their circumstances.

DESCRIPTION OF THE PROGRAM

Information for the program description was obtained by observations of classrooms, reviews of program documents and materials, and interviews with the staff. The description includes the following: (a) organization of the program, (b) characteristics of the student population, (c) recruitment and attendance, (d) facilities and learning materials, (e) daily educational activities and (f) project costs.

Organization of the Program

This year, three Chapter I Preschool classrooms were again located at Kenton School; the one at Ball School was supported by other funds and is not included here. All classrooms held two sessions of 2-1/2 hours daily - a total of six classes. The capacity of the program was 120 children in classes of 20 each.

*The term, preschool, will be used here to identify the program and students in prekindergarten. The term, early childhood education, has sometimes been used in other studies to include kindergarten and other primary grades.

Each classroom was staffed with a certified teacher and an aide. All three teachers had previous experience in the program; one with experience replaced another who was a preschool teacher for several years. The principal at the school provided overall supervision of the classrooms and otherwise treated them like any others in the building. Specific administrative functions peculiar to the program were handled through the Headstart/Chapter I Program Coordinator's office.

Characteristics of the Student Population

Table 1 shows the geo-cultural background of students enrolled during the 1985-86 school year. The majority was European-American (64 percent); most of the remaining were about equally divided between African American and Asian American. The minority enrollment is slightly higher than the 27 percent minority enrollment for the entire district. Most students reside in the North Portland area which is predominantly European-American.

TABLE 1

Geo-cultural Composition of Student Population

Geo-cultural Group	N	Percent
European-American	82	64
African-American	20	16
Hispanic-American	5	4
Asian-American	19	15
Native-American	2	2
Total	128	101*

* Percent greater than 100 due to rounding.

Recruitment and Attendance

Eligibility for participation in the program is based on age, residency within the boundaries of Chapter I school service areas, family income, number of parents and siblings, and an appraisal of the student as educationally disadvantaged.

Enrollment of students in the Chapter I preschool program is voluntary. Parents who seek to enroll students are interviewed to determine the reasons for enrolling their children, family's educational history, children's medical history and factors which might influence the children's educational achievements positively, as well as negatively. Accommodations are usually made during the year for children who were attending preschool programs in other cities or states and seek to become enrolled in the Portland schools.

Knowledge of the program is usually gained through word of mouth with some students referred by schools and human service agencies. The program as well as other preschool programs in the District have become so well-known that by the end of a school year, enrollment for the next year is virtually complete. A waiting list of eligible students is maintained so vacancies are filled without significant delay.

Student attendance each month is shown in Table 2 for all classrooms combined. The percent student attendance is determined by dividing the total days present by the total days membership. The resulting figure represents the percent of students in attendance on a typical school day. The monthly averages tend to be about 89 percent, which is about a percent higher than last year and four to five percent higher than the averages of a few years ago. The average for kindergarten children this year was 92 percent or about equal to previous years, with averages for all K-12 students about 93 percent. Last year it was noted that over the last ten years since attendance data have been reported for the preschool program, average attendance had risen from the low 80's to the high 80's. The trend appears to be continuing.

TABLE 2

Percent Student Attendance

Month	Percent
September	92
October	96
November	89
December	86
January	88
February	86
March	89
April	89
May	89
June	90

Tabulations of individual attendance indicated some students were absent more frequently than others. Twenty (19 percent) of the 108 students who were enrolled for 150 days or more were absent 30 days, about a day a week, or more; 7 of them were absent 40 days or more. Like last year, the number of students with large numbers of absences is again smaller than in previous years. Regular school attendance is necessary for education, and developing the habit of regular attendance should begin as soon as the child starts school.

The question of student turnover, especially among children residing in low income areas, arises frequently. Attendance records this year indicated nearly 85 percent were enrolled for 150 days or more, or nearly 90 percent of the school year. Turnover the past two years appeared to be lower than in previous years.

Facilities and Learning Materials

Each classroom was arranged with a large area of tables and chairs for seatwork and snacks. Another large, carpeted area was used for whole group activities. Smaller areas were arranged to accommodate individual or small group activities such as a library, playhouse, sandtable, and a variety of games and puzzles. Each room had a record player and other audio-visual equipment was shared within the school.

Arrangements were made for students to go to the library once a week. There they listened to a story read by the librarian, browsed, and selected books to be taken back to their rooms for the week. Regular use of books was common in every classroom. Children were often encouraged to look at books as an alternative for free play or as a fill in activity.

Weather permitting, children were taken outdoors where they participated in large motor skills development, e.g., climbing, skipping, hopping, galloping, and in various games where the ability to follow directions and social skills were involved. Available playground equipment, painted lines, and other objects were used in these experiences.

Teachers and aides showed considerable ingenuity in designing activities and the quantities of consumable seat work material being used daily. To add to the variety, students often grew plants and participated in other kinds of science-like projects. In general, the materials and equipment appeared sufficient and appropriate to facilitate meeting the instructional goals as shown on the achievement form (Appendix A).

Daily Educational Activities

Classroom arrangements and activities in the classroom tend to be similar for all teachers. Surprisingly, they have remained much the same each year even though there have been 15 to 20 different teachers for the preschool classes over the last several years. Each session usually begins with a large group activity involving roll call; identification of the day, date, month, and

year; and a determination of the kind of weather outside. The group activity is usually followed by small group seat work of some kind, e.g., coloring, cutting, pasting, closely identified with the achievement goals found on the achievement record form. Seat work usually requires close attention to detail, and is teacher directed with individual assistance provided. Another large group activity usually follows, e.g., music record activity, story time, outdoor play. About this time students are given a snack often followed by group "sharing" and preparations to end the day. Free or guided free time is usually permitted when part of the students are involved in small group activity or when they have finished their small group assignment or snack and are marking time to go to the next activity. The design of each activity is largely at the discretion of each teacher who inserts many variations.

Once a week students go to the library to hear a story told or read by the librarian and to exchange their books. The preschool classes also enjoy field trips arranged at opportune times during the year, e.g., Halloween. Throughout the year, students participate in activities of the whole school such as Christmas programs and special assemblies.

It is important to note that the curricula, activities, and the daily schedules of the classrooms were similar each year even though different teachers were involved. With these similarities, it seemed reasonable to accumulate and compare data from year to year including follow-up data collected on former students.

Although the curricula, goals, classroom settings and daily activities have remained much the same for all teachers each year, there were differences among teachers in the instructional strategies they employed in their classrooms. These differences were not intentional and intended to achieve particular purposes; they were merely a reflection of the personal characteristics of the teachers. The extent to which student achievements were affected by teacher characteristics was not a part of the evaluation.

Project Costs

The budget for the 1986-87 school year was $234,602, the same as the previous year. The major cost item, of course, was salaries and fringe benefits of personnel. An estimate of the cost-per- pupil derived by dividing the total budget by the capacity of the program (120 students) was nearly $2,000.

EVALUATION METHODOLOGY AND FINDINGS

Most classroom instruction is targeted on those achievements or skills that can be learned and which are less dependent on maturation for attainment. Language skills and numerical concepts, along with some small motor and social skills, are primarily learned. On the other hand, large motor and perceptual skills are highly affected by physical and sensory maturity. Evaluation for Chapter I purposes reflects this priority of instruction.

At the suggestion of the preschool classroom teachers, the Record of Goals Mastery used in previous years was modified to allow ratings of degrees of achievement. Teachers felt the new rating categories would be more useful for instructional purposes for kindergarten teachers as well as for themselves. Also, several items were changed, deleted, or added and a new section was inserted. The modifications were made particularly to accommodate for students who were previously shown as having mastered all items by the end of the year with no apparent room for growth. Instead of six areas (two were previously considered optional), the new instrument now contains seven: (1) language skills, (2) numerical concepts, (3) small motor skills, (4) social development, (5) art and music, (6) large motor skills, and (7) personal welfare. Ratings for each student were recorded in the Fall (October) and again in the Spring (May) using five categories: 0 = Not introduced, 1 = Introduced/being taught, 3 = Adequate/needs occasional practice, and 4 = Complete mastery. Ratings of students were processed and tabulated electronically for Fall and Spring to determine the percentages of students who demonstrated the varying degrees of mastery of the skills at each time of the year.

It should be noted that the ratings were made subjectively by the teachers who took into account their total experiences with the students up to the time the ratings were made. Although the ratings were subjective, they were expected to be much more accurate than any that might be taken during an arranged testing session. Each rating was based on the amount of attention the teacher felt should be given the student with the skill; thus, the instrument is useful as an aid to targeting instruction.

Tables 5 through 11 show the percents of students who demonstrate complete mastery (ratings of "4") of each item of the 7 content areas at each time of the year. Differences in the Fall and Spring percentages indicate the achievements of the students during the year. The percentages are based on students with matched Fall and Spring ratings; therefore, the number of students whose ratings were included is less than the number enrolled during the year at any given time.

Tabulations of ratings of "3" or "4" were combined and tabulated for each item for internal use by teachers and the evaluator particularly for examining and comparing performances with those of students in previous years. Many of the items on the Record of Goals Mastery were retained in their original form with only the rating method changed. These data are not shown in this report. Ratings of 3 and 4 are shown for each student on the End of the Year Report Form 581-2315 (Rev 8/86) Section D. Chapter 1 Early Childhood Education Form. The completed form is included at the beginning of this report.

Language Skills

As shown in Table 5, the percent of students demonstrating complete mastery of each language skill by the end of the school year ranged from 22 to 84 percent. The increase in percent of students who demonstrated complete mastery from fall to spring ranged from 12 to 37 percent, depending on the particular skill. An average of about a quarter to one-third gained complete mastery of the skills during the year. The fact that an average of 50 to 60 percent of the students demonstrated complete mastery at the end of the year indicates that the modified instrument achieved its purpose of providing room for growth.

The most frequently achieved skills are identifying common objects, e.g., body parts, common animals and describing objects according to colors and locations. These skills are also ones which are more commonly reinforced at home or outside of school. Mastery of language skills more characteristically associated with school, e.g., giving answers to questions about a story, reciting rhyming combinations, and writing own names was demonstrated less frequently.

TABLE 5

Language Skills

N = 115

LANGUAGE SKILLS	Percent Complete Mastery Fall	Spring	% Gain
Describes objects according to their characteristics:			
Colors:			
(red, yellow, blue, green, orange)	59	80	21
(purple, brown, black, pink, gray)	44	69	25
Location:			
(stove, bed, toilet, refrigerator, bathtub)	64	76	12
Uses complete sentences in talking	20	51	31
Identifies common objects:			
Body parts (mouth, ear, cheek, arm, wrist, leg, ankle)	39	66	27
Common animals (rabbit, dog, cat, bird, squirrel)	61	84	23
Farm animals (horse, chicken, cow, goat, sheep pig, duck)	28	64	36
Zoo animals (lion, tiger, monkey, elephant, seal, bear, giraffe, kangaroo, penguin)	14	50	36
Listens with increasing attention span: (tolerates longer or more complex stories presented by the teacher as the year progresses)	16	41	25
Expresses self freely and clearly: (speaks to teacher and others when needed, speaks intelligibly and audibly)	16	53	37
Demonstrates understanding of stories by giving answers to questions	14	43	29
Demonstrates aural language by repeating or rephrasing directions	11	43	32
Orally identifies four simple rhyming combinations	04	22	18
Understands and uses simple prepositional relationships: (places objects in front of, behind, beside, under, around, inside, outside, on)	55	80	25
Identifies five common letters of the alphabet	23	50	27
Writes/prints own name	11	33	22

Numerical Concepts

Table 6 shows the percent of students demonstrating complete mastery of numerical concepts. The percent showing mastery at the end of the school year ranged from 28 to 73. Except for the two items of understanding concepts of sets and of one more or one less, each skill was mastered by 65 to 70 percent of the students. The increase in percent who demonstrated complete mastery from fall to spring ranged from 17 to 57, depending on the particular skill. The numerical concepts shown here are largely those achieved at school and not practiced as much at home or outside of school so it is not surprising that more of these skills were learned than were language skills during the year.

Except for the change in the method of rating achievement, modifications of numerical concepts items were minor. The new rating scale accomplished the purpose of providing a little more room for growth, but otherwise the data are much like those of previous years. Opportunities for children to experience the concept of sets and the concept of exactly one more or one less are infrequent and, perhaps accounts for the smaller percentages of students completely mastering these concepts. The percentages are noticeably smaller than those for the other skills and smaller than those for students in previous years.

TABLE 6

Numerical Concepts

N = 115

NUMERICAL CONCEPTS	Percent Mastering Skill		
	Fall	Spring	% Gain
Recognizes and identifies simple shapes:			
(points to and names: circle, square, triangle)	39	73	34
(points to and names: rectangle, diamond)	21	60	39
Distinguishes comparative sizes and quantities:			
(points to those objects that are identical in size within a group)	43	68	25
(points to the smallest and largest of six objects)	21	69	48
(points to which group has more and which has less of two groups of objects, e.g., 3 pencils and 6 pencils)	53	70	17
(places in order six objects of different size)	35	64	29
Associates numerals with the quantities 1-5:			
(states orally the appropriate number when shown from one to ten objects)	29	72	43
(associates the oral numerals [zero to five] with the appropriate numerical symbol [0 to 5])	11	61	50
Begins to understand the concept of sets:			
(points to a set of objects that are placed among non-set objects)	06	36	30
Understands the concept of one more and one less:			
(points to which group contains one more object and which contains one less)	03	28	25
Understands the concept of zero:			
(states orally when zero objects of a given type are presented)	10	67	57

Small Motor Skills

Achievements of small motor skills are shown in Table 7. On the earlier achievement form the children appeared to master most of these skills quite easily; however, the replacement of one skill and addition of another along with changing the form of rating achievement accomplished the purpose of providing more room for growth. The small motor skills mastered most frequently are those students use more often in regular classroom activities. Eye-hand coordination in copying figures and pouring from a pitcher is not used to the extent necessary to master these skills; therefore, the number of students completely mastering these two complex skills are small. The degree of emphasis on fine motor skills is also reflected in the smaller numbers of students who completely master the use of scissors.

TABLE 7

Small Motor Skills

N = 115

	Percent Complete Mastery		
SMALL MOTOR SKILLS	Fall	Spring	% Gain
Pinches off bits, squeezes, pounds, pats and pushes clay or dough	28	90	62
String beads	36	88	52
Manipulates puzzles	29	79	50
Holds crayons, paint brushes and pencils	29	80	51
Uses scissors correctly	23	70	47
Uses opposing thumb	57	75	18
Copy (not trace) forms (circle, square, triangle, plus)	01	34	33
Pours from pitcher to container without spilling	23	54	31

Social Skills

Achievement of social skills are shown in Table 8. In previous years, the percentages of students demonstrating mastery of these skills was fairly high in the the Fall and over 90 percent in the Spring indicating there was very little room for growth. To provide room for growth, several items were revised and some new ones were added. With the new form, the percentages of students rated as demonstrating complete mastery of the skills at both times of the year were considerably smaller. Where most students were previously rated as demonstrating mastery of the skill, about a third or less are now rated as having complete mastery and, surprisingly, tabulations showed about a quarter are rated as still needing help with the skill. Perhaps the change in the rating method drew more attention to the inadequacies of students in social development.

The largest gains in mastery were noted for sharing with others (32 percent gain) and initiating interactions with others (27 percent gain). Similar gains were also noted for involving self in constructive activities (27 percent gain). Opportunities for developing these skills are more frequent in the classroom and are more easily addressed by the teachers. On the other hand, opportunities for communicating with adults (13 percent gain) and demonstrating responsibility for self (14 percent gain) are less frequent and more difficult to address in a complete manner in the classroom. The smaller gains for these latter skills, perhaps reflect the differences in opportunities to learn. There appears to be considerable room for growth in all social development skills.

TABLE 8

Social Development

N = 115

SOCIAL DEVELOPMENT	Percent Complete Mastery		
	Fall	Spring	% Gain
Involves self in a variety of constructive activities	18	43	25
Shares classroom material with other children	08	40	32
Helpful and courteous to others (e.g., not reckless, bossy, or disrespectful)	12	33	21
Uses classroom materials in the appropriate fashion	15	42	27
Able to play or work in small groups of peers (e.g., does not fight, dictate, or withdraw from or submit to others)	03	23	20
Communicates with adults (e.g., does not demand excessive attention, ignore other children in favor of adults, reject adults and/or act in hostile fashion toward adults)	11	24	13
Initiates interaction with others	11	38	27
Maintains appropriate voice level	11	31	20
Avoids expressions of frustration and intolerance	11	31	20
Respects classroom rules and routines (e.g., no running, stays in line)	13	31	18
Able to encounter new situations in the classroom without fear (e.g., the student does not withdraw or lag back)	06	27	21
Demonstrates responsibility (self-discipline and motivated, safety for self and others, stays on task, solves own problems)	09	23	14

Art and Music

Achievements in art and music are shown in Table 9. Art and music was an area previously identified as being optional for use by teachers for evaluation purposes. Over the years, teachers routinely rated student performances on these skills and taught them like all others, so identification as an option has been dropped.

Except for occasionally drawing pictures, most children do not participate in the activities associated with the art and music skills. The low percentages of students demonstrating complete mastery of these skills in the Fall, perhaps indicates this lack of experience children have with these specific skills. Art and music skills are practiced quite frequently in the classrooms, and the children seem to enjoy the experiences. About a third or more of the students gain complete mastery of these skills during the year, so that by the end of the year 50 to 60 percent had achieved complete mastery of each of the art and music skills.

As with the ratings of other areas, the ratings for art and music show room for growth. Skills for which the ratings indicate many students still need help are dance and circle games and following the music in songs. In both of these kinds of activities, students may choose not to participate with full attention and their inadequate performances can and do go quite unnoticed. It is generally acknowledged that the achievement of these skills is, perhaps, not as important as achieving basic skills, so the lack of attention is not critical.

TABLE 9

Art and Music

N = 115

ART AND MUSIC	Percent Complete Mastery Fall	Spring	% Gain
Participates willingly in art activities	34	61	27
Handles art media and tools appropriately	20	59	39
Participates in dance and circle games	17	51	34
Demonstrates differences between fast and slow music	12	59	47
Sings words and follows along in time to songs frequently sung in class	14	39	25
Distinguishes between loud and soft sounds	13	56	43

Large Motor Skills

Student achievements in large motor skills are shown in Table 10. Like art and music, this area was previously considered optional, but the identification was dropped. Again, some items were modified, deleted, or added to provide room for growth and to reflect the current curriculum better.

Physical maturity plays a major role in the development of these skills, and for most of these skills about half the students demonstrated complete mastery at the time they entered the program. Children practice some of these skills in their everyday life, e.g., running, throwing, catching; however, there are some that are not practiced frequently or practiced as prescribed in the program. For example, children may hop or skip, but they may not do so using either foot. The percentages of students who achieved complete mastery of these skills were larger than for other skills. It is interesting to note that compared to other skill areas, the increase in percentages demonstrating complete mastery from fall to spring are smaller. How much of a gain was attributable to maturation and how much to participation in the program is

difficult to determine without comparison data; however, it appears that for some skills, at least, the program made a contribution.

TABLE 10

Large Motor Skills

N = 115

LARGE MOTOR SKILLS	Percent Complete Mastery		
	Fall	Spring	% Gain
Walk on 4" board	57	74	17
Stand and run on tiptoes	64	77	13
Run fast without fear of stumbling	66	85	19
Hop in place with each foot	36	71	35
Go up and down stairs using alternate feet	53	79	26
Do a standing, feet together broad jump	64	77	13
Stand on each foot for eight seconds	43	62	19
Gallop	61	72	11
Skip on one foot with alternate foot stepping	28	54	26
Jump from a height of 18 inches	64	70	06
Throw a ball with preferred hand	41	53	12
Catch a tossed ball	39	60	21

The data show that 70 to 75 percent of the students demonstrated complete mastery of most of these skills. Mastery was based on their knowledge of what was required to perform the skill and some degree of performance. Obviously, as the children grow older they will become more proficient in most of these skills.

Personal Welfare

Table 11 shows the achievements of students in personal welfare, the area that was added this year. Observations of classrooms found these skills being addressed essentially every day and some skills several times a day by all teachers. These skills are useful, or even essential, to the health and welfare of children, so they have been included for evaluation purposes.

The percentages of students demonstrating complete mastery of each of these skills ranged considerably across skills, 18 to 94 percent, a greater range than for the other areas. Learning the months, days of the week, date, and year appeared to be the most difficult to master, yet these time references, especially days of the week, are used quite often in talking to children. At the preschool age, mastery of this skill is not considered as important as mastery of washing hands and using bathroom facilities both of which were completely mastered by over 90 percent of the students.

The percentages of students rated as having complete mastery of each skill at the end of the year were compared to those for the other areas. Unlike the other areas, high percentages of students demonstrated complete mastery of about half of personal welfare skills leaving very little room for growth on these skills. It is important to consider, however, that the skills with limited room for growth were those achieved during the year by the greatest number of students of nearly any of the skills in any area. This limitation on growth does not appear critical particularly when the skills are continually being reinforced anyway. A half or more of the students still had not mastered about half of the skills indicating room for growth.

Achievements of the students in six of the seven skill areas were reviewed in relation to those of students in previous years where the skills were similar

(accumulated data are not shown). Although the mastery ratings were made in different ways, the achievements of the students for 1986-87 appeared to be comparable to those of students in the program the last few years. Data will again be accumulated and compared among those years when the same instrument is used.

TABLE 11

Personal Welfare

N = 115

	Percent Complete Mastery		
PERSONAL WELFARE	Fall	Spring	% Gain
Use zippers and buttons	16	51	35
Put on, take off, hang up coat	37	85	48
Wash hands	41	92	51
Use bathroom facilities	47	94	47
Use knife, fork, spoon	44	73	29
Open milk carton	55	85	30
Clean up skills	17	45	28
Avoids littering	11	41	30
Uses care and caution to avoid damage or injury	13	34	21
Knows months, days of week, date, year	00	18	18

FOLLOW-UP STUDY OF FORMER PROGRAM STUDENTS IN KINDERGARTEN

A conclusion of an earlier follow-up study conducted in 1978-80 of former Title I preschool students was that their performances in kindergarten were quite consistently better than those of other students in the same grade. However, in this earlier study, teachers were asked to rate the performances of the former preschool students as compared to others in their classes

without actually rating the peers, i.e., matched comparison students or other comparable students were not selected with students in both groups rated simultaneously.

To try to obtain better comparison data, studies of the last six years have used comparison students matched according to school, grade, sex, geo-cultural group and, to the extent possible, year of birth with one or two months. Also, district enrollment records were obtained and used to avoid selecting comparison group members who had preschool experiences in other district preschool classes. Socio-economic status (SES) is considered a criticalvariable; however, such a determination was not made due to difficulties and attendant costs in obtaining appropriate information. The likelihood of a large difference is reduced somewhat by matching according to schools.

Like the last five studies, the follow-up study of preschool students who were enrolled for the full school year of 1985-86 was conducted in Spring 1987. A total of 83 of 101 former preschool students enrolled for the full school year were found to be enrolled in kindergarten classes in 13 schools. Ratings were obtained for 76 matched pairs. For the remaining 7 students satisfactory matches could not be made for them or one of the pair left the school too early to permit an acceptable performance rating to be made. Again, a non-preschool comparison group of kindergarten students matched according to school, grade, sex, age and geo-cultural group was identified. Age matching was nearly always possible within a month or two, and only a few differences were greater than two months.

As in earlier studies, kindergarten teachers of the former preschool and comparison students were asked to rate each student's achievements in six skill areas using six-point rating scales (Appendix B). Pairs of students were matched according to school and not classroom; therefore, members of a pair could have been rated by different teachers if there were more than one kindergarten classroom in the school. The former preschool students were not identified; however, the teachers could have learned the identity of the students during the year. Students were to be rated below average (1-2), average (3-4), or above average (5-6), compared to other students in the

class. Mean ratings were calculated for the preschool and comparison groups for the six skill areas. The results are shown in Table 12.

TABLE 12

Performance Ratings of Preschool and Comparison Groups (N = 76)

Skill Area	Preschool Mean	Preschool SD	Non-Preschool Mean	Non-Preschool SD	Mean Difference (P - NP)
Ability to Remain on Task	3.72	1.12	3.37	1.24	0.35
Language Skills	3.58	1.35	3.62	1.34	-0.04
Numerical Concepts	3.66	1.26	3.55	1.22	0.11
Small Motor Skills	3.79	1.04	3.38	1.22	0.41*
Large Motor Skills	3.76	0.79	3.66	0.90	0.10
Social Skills	3.51	1.24	3.38	1.12	0.13

* P less than .05

The performances of the preschool group were rated better than those of the non-preschool group for five of the six skill areas. The sign test indicated a consistent difference was found between the two groups. Only the difference for small motor skills was significant as determined by t-test. These results are interpreted to indicate there were small but consistent differences in the kindergarten performances of the students who attended preschool the previous year and those who did not attend preschool.

Results of the follow-up studies using matched groups of non-preschool students as comparisons have accumulated for six years. In the 1982 study, it was noted that students with preschool experiences received higher ratings than the comparisons in all six skill areas. However, in the 1983 and 1984 studies, with two exceptions in 1983, the comparison students received higher ratings in all six skill areas. A possible explanation of the differences in performances was offered based on the fact that the 1982 ratings were obtained slightly earlier in the school year.

The 1985 study showed the ratings of former preschool students were higher in all six skill areas, and the 1986 study showed them to be higher in four the the six areas. These findings were opposite to those found in 1983 and 1984. These mixed results are difficult to explain and they do not necessarily rule out the effects of the preschool treatment. The issue will be discussed in more detail in the next section of this report.

Another follow-up study of former preschool students is one in which basic skills achievement test scores of students in grade three are examined. In two previous years, grade three basic skills achievement scores of students who were matched during kindergarten follow-up studies were examined. The 1985 report contained results for 21 of the 96 pairs (22 percent) of students matched in kindergarten; the 1986 report contained results for 47 of the 141 pairs (33 percent). Results in 1985 showed that the former preschool students had higher scores than the comparison group in all three subjects of reading, math and language usage, but none of the differences reached the accepted level of statistical significance (p .05). The 1986 results were just the opposite; the comparison group had higher scores with only the difference for reading reaching the accepted level of significance.

Of the 75 matched pairs of students included the kindergarten study of 1984, 33 pairs were enrolled in district schools during the 1986-87 school year. For the remaining, one or both members of the pair was not enrolled in Portland schools. Grade 3 achievement test scores for 1986-87 were available for both members of only 14 of these pairs (19 percent). For the remaining, 14 members of the preschool group and 7 of the comparison group were identified as being in grade 2; both members of 2 pairs were identified as being in grade two. Students in grade 2 do not participate in districtwide testing; therefore, no scores were available for them. For the first time the retention rate appeared to be different for the two groups. One member of each group was identified as Special Education. For one more pair, one member did not have achievement test scores. Spring achievement scores for the 14 matched pairs of students are shown in Table 13.

TABLE 13

Fall 1986 Mean Achievement Test Scores of Former Preschool Students of 1982-83 and Comparison Students in Grade 3.

FALL 1986

		Former Preschool		Comparison Group		
	N	Mean	SD	Mean	SD	Mean Difference
Reading	14	190.00	16.02	189.36	18.69	0.64
Math	13	188.92	12.06	186.85	10.70	2.07
Language	14	194.43	13.35	192.14	12.86	2.29

The results in Table 13 show the scores of the former preschool group were slightly higher than those of the comparison group for all three subjects, but none of the differences reached the accepted level of a statistically significant difference (p .05). Findings over the last three years when data for groups matched in kindergarten became available show that grade three scores of former preschool students were higher in the 1985 and 1987 studies, but lower in the 1986 study. The differences do not appear to be consistent with the ratings of the students' performances in kindergarten. Compared to district averages for grade three, scores for former preschool and comparison groups have generally been slightly lower over the last three years with the exception of 1984 when the scores of the former preschool group were higher.

Findings each year from follow-up studies of students in grade three should be interpreted with caution mainly because the numbers of students for whom data were available were small. In total, they represented only about a quarter of the population included in the kindergarten studies where students were matched. This brings into question the appropriateness of matching especially over three or four year intervals. Students who remain in the district for this long could be a selected group quite unrepresentative of the larger population of preschool students.

OBSERVATIONS AND COMMENTS

A goal of the evaluation of the Chapter I ECE program is to identify an instructional approach that is effective in producing desired short- and

long-term outcomes. The purpose, of course, is to be able to replicate the instructional approach and achieve the same results. The decision made several years ago was to examine the program as it was in operation and not impose dramatically upon program arrangements or instructional processes. There was no reason to believe that another approach would be more effective.

In establishing the evaluation to achieve the long range goal, the guiding questions were what was the nature of the program and what were the outcomes? The program did not advocate that a common model of instruction be followed, i.e., a teaching model was neither a basis for teacher selection nor were teachers trained to implement a particular model. The practice of allowing the teachers to choose their own strategies was expected to be continued. The task, then, was to be able to describe the program, including instruction, in such a way that successive replications could be recognized. On the other hand, outcomes in terms of program objectives for the year were identified; however, long-term outcomes were not. Here the task was to identify long-term outcomes so sustained effects could be determined. Due to the way the program was expected to operate, several replications with consistent findings were expected to be necessary to establish a causal relationship between the program and outcomes. The first undertaking was to determine a consistent program or programs.

Observations of classrooms and interviews with the preschool teachers did not indicate a model or models of instruction that fit existing theoretical descriptions, e.g., Piagetian, Socratic. The best description was "eclectic." Despite opportunities for large classroom differences to exist, observations indicated that the classes were surprisingly uniform from year to year and from teacher to teacher even though there was a relatively high turnover of teachers with large differences in the teachers' ages, teaching experience, and other characteristics. It appeared that the existing instructional model, if it may be called that, as it seemed to have emerged was easily replicable. The next step was to determine the effectiveness of the model.

The effectiveness of the Chapter I ECE program was to be determined by the achievements of the students during their enrollment in the preschool program and also following their year in the program. The achievement record was designed to measure the immediate effects of the program, and follow up studies using measures of achievement and comparison groups were designed to determine sustained effects. As indicated earlier, the plan was to accumulate data for successive groups of students. And, particularly in the case of sustained effects, if group differences were observed consistently across the years, two explanations of the differences would be entertained: (1) that the differences were due to the preschool experience, or (2) that the differences were somehow tied to other qualitative differences between student populations, e.g., parent-child relations of parents who voluntarily enroll their children.

The achievements of the students during their enrollment in the preschool program as measured by the achievement record form appeared to be satisfactory over the years. In attempting to evaluate the achievements of students attributable to the preschool program, consideration was given to comparison data. Other than pretest data for the program students, no data were available and obtaining them would be difficult and costly. Thus, although it is possible to know how much the students gained during the year, it is not possible to know how much is attributable to the program. This is the reason the short- and long-term outcome measures focused more on academic content items covered in preschool instruction, and particularly items which are learned rather than highly influenced by maturity.

In the absence of normative information on how much students might be expected to achieve during the year, records of achievements were maintained and accumulated, and the achievements of students each year were compared to those made in previous years. Most of the items on the achievement record have been retained over the years so comparisons are possible. Despite the subjective ratings of student achievement and the small numbers of teachers, often some different teachers, making the ratings each year, the results were quite consistent in showing that students each year achieved about as much or a bit more than students the previous years.

The achievement record and classroom instruction both focused heavily on the acquisition of subject matter content and behavior in the classroom, e.g., language, numerical, social, and motor skills. Although the program did not purport to influence student performances beyond the end of the school year, it was expected that some influence on performances in these areas would be observed. Academic and behavioral outcomes were assumed to have logical relationships with the preschool instruction and curriculum which tended to emphasize these outcomes. The measures of achievement in kindergarten and achievement test scores in grade three were a reflection of these predicted outcomes.

The fact that the follow-up studies failed to yield consistent results from year to year is disconcerting but not totally unexpected. There were many extenuating circumstances which could not be accounted for in designing the evaluation. Were the differences observed in some years simply a reflection of chance differences? Or, were the inconsistencies a result of untenable assumptions and/or weak research techniques? These are questions to be explored next year.

SUMMARY AND CONCLUSIONS

The evaluation of the Chapter I Early Childhood Education Program includes information on students for the year just completed and on students one year and four years later. Most of the evaluation tends to focus on academic achievement, especially four years later, with attention also to social and physical skills in preschool and kindergarten.

Year end evaluation results and observations during the year continue to show program improvements over the years despite some changes in instructional personnel each year. Results for the last five years tend to show more noticeable gains especially in basic skills and observations tend to show more productive student involvement. Perhaps the District's focus on excellence is having an influence even at the preschool level.

Results of follow-up studies are difficult to interpret. First, the results for students in kindergarten were somewhat positive as they were have been the last three years. However, over the last six years, the results based on matched groups of students have been somewhat mixed. For the two year period from 1982 to 1984, performances of the comparison groups tended to be higher. It is possible that despite apparent instructional similarities among the teachers, there may be significant undetected differences.

Grade three achievement test scores of former preschool students and their matched peers have been obtained for the last three years. The scores do not consistently favor either the former preschoolers or the comparison students, so the results are interpreted as being inconclusive. There are a number of significant variables and conditions which have to be controlled or accounted for to be able to demonstrate causal relationships as many studies tend to imply.

APPENDIX A

PRESCHOOL STUDENT ACHIEVEMENT FORM

Student's Name _____ Teacher's Name _____

Student's Birth Date _____

CHAPTER I EARLY CHILDHOOD EDUCATION

Achievement Rating Scale:

0 = Not introduced
1 = Introduced/being taught
2 = Still needs help
3 = Adequate/needs occasional practice
4 = Complete mastery

	Achievement Ratings	
	Fall	Spring
Language Skills		
Describes objects according to characteristics		
Colors: (red, yellow, blue, green, orange)		
(purple, brown, black, pink, gray)		
Location: (stove, bed, toilet, refrigerator, bathtub)		
Uses complete sentences in talking		
Identifies common objects:		
Body parts (mouth, ear, cheek, arm, wrist, leg, ankle)		
Common animals (rabbit, dog, cat, bird, squirrel)		
Farm animals (horse, chicken, cow, goat, sheep, pig, duck)		
Zoo animals (lion, tiger, monkey, elephant, seal, bear, giraffe, kangaroo, penguin)		
Listens with increasing attention span: (tolerates longer or more complex stories presented by the teacher as the year progresses)		
Expresses self freely and clearly: (speaks to teacher and others when needed, speaks intelligibly and audibly)		
Demonstrates understanding of stories by giving answers to questions		
Demonstrates aural language by repeating or rephrasing directions		
Orally identifies four simple rhyming combinations		
Understands and uses simple prepositional relationships: (places objects in front of, behind, beside, under, around, inside, outside, on)		
Identifies five common letters of the alphabet		
Writes/prints own name		
Numerical Concepts		
Recognizes and identifies simple shapes: (points to and names: circle, square, triangle)		
(points to and names: rectangle, diamond)		
Distinguishes comparative sizes and quantities:		
(points to those objects that are identical in size within a group)		
(points to the smallest and largest of six objects)		
(points to which group has more and which has less of two groups of objects – e.g., 3 pencils and 6 pencils		
(places in order six objects of different size)		
Associates numerals with the quantities 1 to 5:		
(states orally the appropriate number when shown from one to ten objects)		
(associates the oral numerals (zero to five) with the appropriate numerical symbol (0 to 5)		
Begins to understand the concept of sets: (points to a set of objects that are placed among non-set objects).		
Understands the concept of one more and one less: (points to which group contains one more object and which contains one less).		
Understands the concept of zero: (states orally when zero objects of a given type are presented).		
Small Motor Skills		
Pinches off bits, squeezes, pounds, pats and pushes clay or dough		
Strings beads		
Manipulates puzzles		
Holds crayons, paint brushes and pencils		
Uses scissors correctly		
Uses opposing thumb		
Copy (not trace) forms ○ □ △ +		
Pours from pitcher to container without spilling		

	Achievement Ratings	
	Fall	Spring
Social Development		
Involves self in a variety of constructive activities		
Shares classroom material with other children		
Helpful and courteous to others (e.g., not wreckless, bossy, or disrespectful)		
Uses classroom materials in the appropriate fashion		
Able to play or work in small groups of peers (e.g., does not fight, dictate, withdraw from or submit to others)		
Communicates with adults (e.g., does not demand excessive attention, ignore other children in favor of adults, reject adults and/or act in a hostile fashion toward adults)		
Initiates interaction with others		
Maintains appropriate voice level		
Avoids expressions of frustration and intolerance		
Respects classroom rules and routines (e.g., no running, stays in line)		
Able to encounter new situations in the classroom without fear (e.g., the student does not withdraw or lag back)		
Demonstrates responsibility (self-discipline and motivated, safety for self and others stays on task, solves own problems)		
Art and Music		
Participates willingly in art activities		
Handles art media and tools appropriately		
Participates in dance and circle games		
Demonstates differences between fast and slow music		
Sings words and follows along in time to songs frequently sung in class		
Distinguishes between loud and soft sounds		
Large Motor Skills		
Walk on 4" board		
Stand and run on tiptoes		
Run fast without fear of stumbling		
Hop in place on each foot		
Go up and down stairs using alternate feet		
Do a standing, feet together broad jump		
Stand on each foot for eight seconds		
Gallop		
Skip on one foot with alternate foot stepping		
Jump from a height of 18 inches		
Throw a ball with preferred hand		
Catch a tossed ball		
Personal Welfare		
Use zippers and buttons		
Put on, take off, hang up coat		
Wash hands		
Use bathroom facilities		
Use knife, fork, spoon		
Open milk carton		
Clean up skills		
Avoids littering		
Uses care and caution to avoid damage or injury		
Knows months, days of week, date, year		

APPENDIX B

FOLLOW UP STUDY
STUDENT RATING FORM

Student's Name_____ School No._____

Student Rating Form

Please rate this child's general achievement by circling the appropriate number for each item.

In using the scale, rate the child's achievements by comparing them with other students in the class.

Level of Achievement in:	Achievements as compared to other students in the class		
	Below Average	Average	Above Average
A. Ability to remain on task	1 2	3 4	5 6
B. Language skills	1 2	3 4	5 6
C. Numerical concepts	1 2	3 4	5 6
D. Small motor skills	1 2	3 4	5 6
E. Large motor skills	1 2	3 4	5 6
F. Social skills	1 2	3 4	5 6

Please make any comments you may wish:_____

_____

_____

_____

KY/ams
3/1/82